**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5th** | | | **Date(s)**: 3 days |
| **Unit Title: 1**  Reading/Writing Apprentice | | | **Corresponding Unit Task:** Task 1 Day 7 | | |
| **Essential Question(s):** How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * Internet * Books on Colonial America (pre-selected by the teacher) * Reference books * Miscellaneous texts (brochures, maps, pamphlets) * Copies of Cornell note-taking worksheet * Citation reference sheet | | | | purpose  organizing/organization  research  reference materials  purpose  brochures  information text,  citing/ cite | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  R.I.5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable.  W.5.8 -Recall relevant information in notes and finished work, and provide a list of sources.  **I can Statement(s**):   * I can choose a topic to research. * I can determine the appropriate resources to get info about a topic. * I can locate research about a chosen topic.   **Instructional Plan:**  **Day 7**  **Pre-Lesson Activities:**   * Review list of trades * Students pick one of the trades to write about. * Teacher reviews note-taking strategies with students (See Day 1).   **Building Background**  APK- BRAINDRAIN Activity-In small groups, students have 1-2 minutes to write everything that comes to mind when they hear the words RESEARCH. Have groups to share out. Groups can only share items NOT on the others lists. At the end, see which group had the most words that no one else had.  Teacher introduces research.   * Explain what research is * Explain why it is important   **Modeled (I do/ you watch)**   * Teacher does think aloud of how to determine if resource fits purpose.   + - Guiding Questions       * Is this resource related to my topic?       * Is this resource related to my purpose? * Teacher will model how to determine pertinent portion of the resource is relevant for the chosen topic - research.   + - Guiding Questions-       * Does the chosen text satisfy my research purpose?       * Which section(s) satisfy my purpose? * Teacher explains the 3 different types of resources students will use in their stations later (See independent practice below). Create an anchor chart for each type.  |  |  | | --- | --- | | Resource | Information Found in Resource | |  |  | |  |  |  * + What are the resources?   + What kind of information would be found in those resources?   **Guided Practice**   * Teacher will select three different short paragraphs or resources. Teacher will reveal a research question and/or questions (e.g., Why do sharks bite?) * Students (in small groups) determine 1) which resource fits the appropriate question and 2) what parts satisfy question.   **Independent Practice:**   * Students will take their research topic card and rotate to the 1st Research Station. Students will research their chosen topic, taking notes as they go along. * Research stations:   1) Books- Remind students about the text features such as Table of Contents and the index    2) Internet – websites approve, or a favorite list from the teacher   * Provide a list of approved websites for students to research     3) Reference Materials (i.e., encyclopedia) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: L 5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening: ***Expand, combine and reduce sentences for meaning, reader/interest, and style.***  **I Can Statement(s):** I can combine simple sentences to make a more complex sentence.  **Instructional Plan:**   * Teacher will model how to identify 2 sentences with similar content from the notes he/she has made while doing the research and combine those sentences to make one more complex sentence. * Talk about what combining sentences requires:   + - A change in beginning and ending punctuation     - Eliminating repetitive words     - Introduction of coordinating words (i.e., and)     - Introduction of new punctuation * Teacher will continue using their notes, identify 2 different sentences. The class will help to combine these sentences. Discuss what steps had to be taken in order to combine the 2 sentences. * Find another 2 sentences. Allow students to work in pairs to combine the sentences. Write the steps they took to combine them. Share out briefly with the class. * Ask students to try and find 1-2 sentences from their own personal notes to combine. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Closing/Summarizing Strategy** | Have students turn and talk to a partner about what we learned about selecting appropriate materials for doing research on a particular topic or question. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Take notes on 2 different apprenticeships. | | * Provide completed model of note taking card. (Students should have this from the first day. Good idea to laminate) * Provide modified text (simpler sentences and words) as needed based on the 3 paragraphs the teacher has chosen. * For research provide partner work if possible. * Use TTS (Text to speech) software for the computer if possible. | | | * Before ELLs decide on their topics for the brochure, give them access to a word document containing a list of 5-10 links of short video clips related to trades (jobs) people had during Colonial America. This would help them select a trade they would be interested in doing their research one. They can watch the clips as part of their morning work or at any other time. * Before students start their research, give them some guiding questions such as: *Which trade will you write about? What were some of the most important things those people had? What tools/materials/things did they use? Was that job important? How do you know? How was that trade similar to others? How was that trade different from others?* * To help students find information about their trade, have a word document with a list of links available at the computer. Students can right click on the ones about their topic and start taking notes. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Notecards from research will serve as the assessment for this part of the unit. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*